

1951

## The drop-out problem in West Springfield, Massachusetts.

Edward Walter Pepyne  
*University of Massachusetts Amherst*

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

---

Pepyne, Edward Walter, "The drop-out problem in West Springfield, Massachusetts." (1951). *Masters Theses 1911 - February 2014*. 3123.

Retrieved from <https://scholarworks.umass.edu/theses/3123>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact [scholarworks@library.umass.edu](mailto:scholarworks@library.umass.edu).



FIVE COLLEGE  
DEPOSITORY

THE DROP-OUT PROBLEM IN  
WEST SPRINGFIELD, MASSACHUSETTS

PEPINE - 1951

ARCHIVES  
THESIS

M  
1951  
P425

THE DROP-OUT PROBLEM  
IN  
WEST SPRINGFIELD, MASSACHUSETTS

BY  
EDWARD WALTER PEPYNE

A problem submitted in partial fulfillment  
of the requirements for the master of  
Science Degree

University of Massachusetts

1951

TABLE OF CONTENTS

## TABLE OF CONTENTS

	Page
TABLE OF CONTENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
CHAPTER I -- <u>INTRODUCTION</u> . . . . .	2
Extent and Aspects of the Problem . . . . .	2
Definition of the Term "Drop-out" . . . . .	3
Aims and Objectives of Education in an Era of Social Change. . . . .	4
CHAPTER II -- <u>THE COMMUNITY AND SCHOOL SYSTEM OF WEST SPRINGFIELD</u> . . . . .	10
The Community and School System of West Springfield, Massachusetts . . . . .	10
The Drop-out Problem in West Springfield . . . . .	12
CHAPTER III -- <u>STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE</u> . . . . .	15
Statement of the Problem . . . . .	15
General Procedure . . . . .	15
CHAPTER IV -- <u>PERSONAL AND BACKGROUND CHARACTERISTICS OF THE                   TYPICAL DROP-OUT</u> . . . . .	18
Socio-economic Background . . . . .	18
Occupations of Parents . . . . .	23
Size of Family . . . . .	24
Impact of Family Status . . . . .	24
Intelligence Quotients . . . . .	26
Significant Background and Personal Characteristics . . . . .	30
CHAPTER V -- <u>BEHAVIOR SYMPTOMS OF THE TYPICAL DROP-OUT BEFORE                   LEAVING SCHOOL</u> . . . . .	33
Participation in Extra-curricular Activities . . . . .	33
Failures in Formal School Experiences . . . . .	34
A Curriculum for Slow Learners in the High School . . . . .	34
Diversification and Differentiation in Curriculum Content . . . . .	36



Individualistic vs. Traditional Philosophy of Academic Standards . . . . .	37
Comparative Drop-out Rate of Various Curricula Groups . . . . .	42
Age and Grade Distribution of Drop-outs . . . . .	43
Attendance Records of Drop-outs . . . . .	46
Personal Adjustment of Drop-outs . . . . .	46
Financial Status of Drop-outs . . . . .	47
Behavior Patterns Common to Drop-outs . . . . .	47
CHAPTER VI -- <u>WHY DO THEY DROP OUT?</u> . . . . .	51
Subjective Reports . . . . .	52
Limitations of Subjective Data . . . . .	53
Interpretations of Subjective Data . . . . .	54
CHAPTER VII -- <u>WHAT PROBLEMS CONFRONT THE DROP-OUT AFTER LEAVING SCHOOL?</u> . . . . .	57
Problems Encountered by Drop-outs After Leaving School . . . . .	57
Adjustment of Drop-outs . . . . .	59
CHAPTER VIII -- <u>RE-STATEMENT OF PROBLEM, CONCLUSIONS AND RECOMMENDATIONS</u> . . . . .	61
Re-Statement of the Problem . . . . .	61
Conclusions Drawn from Objective Data . . . . .	62
Conclusions Drawn from Subjective Data . . . . .	64
Recommendations . . . . .	66
APPENDICES . . . . .	76
Check List Questionnaire . . . . .	76
Diagnostic Chart . . . . .	78
BIBLIOGRAPHY . . . . .	80

LIST OF TABLES

LIST OF TABLES

	Page
TABLE I     -- The Holding Power and Drop-outs of West Springfield High School . . . . .	12
TABLE II    -- Distribution of Drop-outs According to Section of the Town . . . . .	19
TABLE III   -- Occupations of Parents . . . . .	23
TABLE IV    -- Number of Children in the Family . . . . .	25
TABLE V     -- Distribution of Intelligence Quotients . . . . .	27
TABLE VI    -- Drop-out Record of Members of the Opportunity Classes . . . . .	35
TABLE VII   -- Mortality Rate of Curricula Groups . . . . .	42
TABLE VIII  -- Age and Grade Distribution of Drop-outs at Time of Withdrawal . . . . .	44
TABLE IX    -- Grade-Summer Distribution of Drop-outs at Time of Withdrawal . . . . .	45
TABLE X     -- Subjective Reasons for Withdrawal as Rated by 162 Drop-outs . . . . .	52
TABLE XI    -- Subjective Rating of Problems Confronted After Withdrawal as Rated by 162 Drop-outs . . . . .	58



CHAPTER I

INTRODUCTION

CHAPTER I  
INTRODUCTION

Drop-outs represent our poorest social risks. If they are not to become the job misfits, the delinquents and the public charges of tomorrow their needs must be met today. A challenge lies in the endeavor to understand more fully the problem of school mortality. The problem takes on especially serious proportions when it is viewed in the light of expanding enrollment. When the present bumper crop of war babies reaches the end of the period of compulsory attendance will they be held in schools long enough to receive full benefit of secondary education? Only diligent and dynamic application to the problem will provide a favorable answer to this question.

Extent and Aspects of the Problem -- A late estimate based on Federal census data indicates that there are in the United States, in 1950, 1,741,000 youth from twelve through seventeen years of age who have left school before graduation. It is estimated that unless the present rate is checked the number could increase to 2,504,000 by 1960.<sup>1</sup> About 50% of the youth of the nation withdraw from school before graduation from high school, although it is estimated that 90% of our youth have the ability to graduate from high school.<sup>2</sup>

It seems evident that consideration should be given to all youth up to the age of eighteen years not now receiving educational service.

---

(1) U.S. Office of Education - Report of Work Conference on Life Adjustment Education. p. 36

(2) U.S. Office of Education - Statistical Summary of Education 1945-1946. Chapter I, Tables 6 and 13

Studies of the New York State Education Department<sup>3</sup> and other groups point out the decline in job opportunities for youth under eighteen years of age. This job decline accentuates the social adjustment problem of adolescents especially those with limited educational background and training. However, the full nature and extent of the problem is not known and the results of previous research indicate that steps should be taken at once to secure more information about the present nature and extent of the problem.

National Committees have studied the problem on a nation-wide scale. Most of them have come to the conclusion that in the final analysis each local school system must study its own problem and evolve its own conclusions, recommendations and solutions.

This thesis is the result of a study of the drop-out problem in Grades 9, 10, 11 and 12 in the town of West Springfield, Massachusetts. Drop-outs from the graduating classes of 1948, 1949 and 1950 are used as subjects in determining statistics regarding the holding power of the school at various grade levels as well as average class mortality rates. Drop-outs from the classes of 1951 and 1952 were also used in studying personal and background characteristics of the drop-out.

Definition of the Term "Drop-Out" -- The term drop-out when used in this thesis refers to an individual who has left school before graduation from twelfth grade. This is the common use of the term and is in harmony with the objectives of education as stated by the National

---

(3) Wienrich, E.F. Lets Learn From Youth. p. 56



Association of Secondary School Principals at the Chicago Conference on Life Adjustment Education in January, 1950<sup>4</sup>. However, it must be recognized that a drop-out ceases to be a drop-out if he reenters school and continues, and especially if he completes his education in evening school or trade school in the school system which he left or in another community.

Aims and Objectives of Education in an Era of Social Change --

Since education in society today is regarded as a process of intellectual, physical and spiritual growth and adjustment by which we attempt to develop each individual to the fullest extent of his talents and abilities along lines of his own interest, it is logical to assume that if we keep the child in school until graduation we will be more likely to achieve this goal. This philosophy is in marked contrast to the traditional educational philosophy of "training for the privileged" according strict classical subject matter methods. Because of the vast complexity of our technological era we have come to recognize the fact that the simple grammar school training of an agrarian economy is insufficient in most cases to produce a competent, productive, well adjusted, socially mature citizen of our present day industrial economy.

The high school is no longer a selective institution. No longer can there be justification in maintaining the status quo which reflects much more the static procedure of a generation ago than the interests of life today. The modern high school must shake itself free from the aristocratic philosophy of the past and adjust itself to the social and eco-

---

(4) U.S. Office of Education - Report of Work Conference on Life Adjustment Education. p. 23

conomic needs of the day and to the individual pupils which make up the high school clientele. The heterogeneity of this adolescent group with widely differing abilities, interests and ambitions bring clearly into focus the demands for individual pupil adjustment by which the school program may be articulated more closely with individual and group needs, and in this way contribute more positively to the American way of life.

The primary purpose of a high school education in modern society is to provide information and experience for each individual which will enable him to develop his own capacities and interests to the fullest extent. This means that the secondary school program must be fitted to the individual and must contain a broad offering of cultural and practical courses. It must have sufficient flexibility to make possible a tailor-made course of study for each pupil. To plan such an individualized program requires careful preparation and personal guidance.

Every step in the direction of better adaptation of the secondary school curriculum to the varying needs of adolescents as individuals and groups is challenged either directly or indirectly by those conservative groups who hold the traditional point of view. They are found in high schools, on college faculties and occasionally in civic groups. It is claimed that academic standards are in danger. Two fundamental principles of secondary education are overlooked. The first is that preparation for college is only one of the many functions of a high school education. The second is that the basic content of the curriculum of the high school must be determined by social needs rather than academic lore. Only by recognizing these fundamental principles and designing the high



school curriculum accordingly can the rich and worthwhile experiences of the past be used toward the development of a better and finer life for all mankind. "Culture" had its origin in the crafts. Social competency, economic efficiency and good citizenship are closely related. Education is always an emerging process. It is, or should be, always in the process of development. This is especially true in America at the present moment.

The secondary school program should have two primary objectives. First, it must provide for the needs which are common to all youth. No one can deny that all persons need to gain better control of their mother tongue -- to be able to read with discrimination and understanding, to speak with ease and fluency, to write easily and clearly, and to listen attentively and critically. All persons need to know the basic rules for good health and physical fitness, all persons need to understand the society in which they live, and to know how it developed through the ages, its present problems, and the trends for the future. Citizenship in modern society requires more than good intentions. It demands open-minded, clear thinking to avoid the many pitfalls of propaganda, prejudice and selfish interest.

All persons need to understand the basic principles of science if they are to live successfully in an age of scientific growth and development which is greater than the world has previously known. A working knowledge of mathematics, of course, is a prerequisite to a thorough understanding of both the natural, physical and social sciences. All persons need to plan for intelligent use of their leisure time; to develop

hobbies, to appreciate art and music and to make discriminating choices of entertainment and recreation.

All young people need to develop salable skills and those understandings and attitudes that make the individual an intelligent and productive worker in economic life.

These are but few of our common needs and it is the purpose of the high school program to help all pupils to do better those things which they later will have to do anyway.

Second, it must be recognized that all individuals are different: different in their rate of learning, different in their interests, different in their aptitudes, different in their home, financial, and social backgrounds.

Some have aptitudes and interest for academic learning -- these pupils will probably do well in the highly cultural courses and will wish to prepare for further education in colleges and universities. Others will be slow to show specific tendencies and must be given an opportunity in high school to sample several fields of endeavor and to reach maturity of interest at a slower rate. Some pupils will show greater ability to work with their hands and will wish to learn about the skilled and semi-skilled trades. Still others will show tendencies towards business, salesmanship and personal service.<sup>5</sup>

The average teen-age high school student faces the choice point of his future life with a great deal of anxiety and uncertainty. The choice

---

(5) National Education Association. Planning for American Youth  
p. 43

he makes will have a great impact on his later career. The high school must attempt to aid the individual student to adjust himself to his environment in high school and to plan for, prepare and embark successfully upon a happy and productive life's work as a well adjusted socially mature citizen.

Each youngster must be given those courses and activities while in high school which will give him the best background for his future plans. The basic aims of all education, of course, is to get out of each individual the best that is in him.

We find, however, only about 51.2%<sup>6</sup> of our boys and girls in the nation graduating from high school. Why do they drop out? What can we do about it? If the answer lies with each local system, it seems desirable to analyze the local drop-out problem in West Springfield, Massachusetts and attempt to solve it with local methods.

---

(6) Douglas, H.R. and Eliot, L. H. "School Enrolment and Teacher Needs" School and Society. (Vol.66 1947) pp. 356-72



CHAPTER II

THE COMMUNITY AND SCHOOL SYSTEM OF  
WEST SPRINGFIELD, MASSACHUSETTS

## CHAPTER II

### THE COMMUNITY AND SCHOOL SYSTEM OF WEST SPRINGFIELD, MASSACHUSETTS

#### The Community and School System of West Springfield, Massachusetts --

West Springfield, Massachusetts, is a suburban community of approximately 22,000 population. It has some of the finest residential districts in the greater Springfield area. It is also the center of many businesses and industries such as Gilbert and Barker Company, Perkins Machine and Gear Co., Wico Electric Co., Strathmore Paper Co., Eastern States Farmers Exchange, and many others. It is the home of the Eastern States Exposition. It is a rapidly growing community and boasts many new housing projects as well as many new industrial and business projects.

The public school system in West Springfield numbers 2,803. The enrollment of the high school during the years 1946-1950 of this study averaged 523. Including the ninth grade the total four-year high school figure would approximate 750.<sup>1</sup> The school system is organized on a 6-3-3 plan. There are seven elementary schools of six grades each, six of which also have kindergartens. The junior high contains grades 7, 8 and 9 while the senior high contains grades 10, 11 and 12. Since most school records regard the high school as a four-year institution, this study has included grade nine in the high school. In reality, grade nine is considered freshman year in high school in West Springfield as far as planning and certain phases of curricular organization are concerned. A special class program is maintained for slow learners in the elementary

---

(1) West Springfield School Department. Annual Report 1949 p.49



grades. The junior high school program maintains an opportunity class to carry on the work that the special class program does in the grades.

The high school offers five basic curricula -- college, commercial, practical arts, vocational agriculture and general. The school shops are located in a separate building and the vocational agriculture quarters are housed outside the high school plant because of inadequacies in facilities of the present high school building. Generally the high school plant is recognized to be inadequate, and a committee is currently studying the problem. This situation previously existed in three elementary schools, but plans and funds have since been forthcoming to solve that problem in the near future.

The thirty-one faculty members have an average of sixteen years experience at the present writing, and 52% have earned masters' degrees.<sup>2</sup> The teaching load is a reasonable one in most cases so that the faculty members do not seem to be overburdened. A guidance department is maintained consisting of one full-time guidance man who acts as director and counselor and one part-time counselor in the high school; one full-time and three part-time counselors in the junior high school. In the elementary schools the principals handle most of the guidance work. A visiting psychiatric clinic is also used in the elementary guidance programs. Records and test results are kept from entrance to school to five years after graduating. This program was first initiated in 1943 but most of the present records and procedures were not developed until 1945, so that

---

(2) West Springfield School Department. Annual Report 1949  
p. 84-85

records do not go back very far at present. This gives a brief sketch of the community and school system of West Springfield, Massachusetts.

The Drop-out Problem in West Springfield -- A study of Table I will illustrate the drop-out problem in general in West Springfield. Of 709

---

---

TABLE I

The Holding Power and Drop-outs of West Springfield High School

---

---

Class	Enrollment in Grade 9	Number of Grade 9 Enrollees Who Grad- uated From High School	Number of Withdrawals Not Class- fied As Drop-outs	Holding Power	Drop-outs
1948	220	107	32	56.9%	43.1%
1949	268	139	28	57.9%	42.1%
1950	221	142	25	72.4%	27.6%
Composite Totals	709	388	85	62.1%	37.9%

Source: West Springfield School Department - High School and Junior High School Registers, Guidance Folders, Attendance Officer's Files

---

---

boys and girls who entered Grade 9 in the classes of 1948, 1949 and 1950 only 388 graduated four years hence. The holding power in West Springfield High School as evidenced by these three classes is approximately 54.7%. About 5 youngsters out of every 11 that enter ninth grade in

West Springfield drop out before graduating. However, subtracting the 85 youngsters who moved or transferred to private school or trade school or evening school the percentage of actual drop-outs is 37.9%, or a holding power of 62.1%. By the definition of a drop-out, out of every 10 youngsters that enter ninth grade in West Springfield about 4 drop out before graduating. True, this is better than the national average, but it is definitely not good for a community that takes pride in its school system. The problem then is how can this situation be remedied.

CHAPTER III

STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE



### CHAPTER III

#### STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE

The progressive school system is interested in developing the boys and girls in the community which it serves to the fullest extent of their capacities. This cannot be done, however, if boys and girls drop out of the education program before completion. It is then the problem of the progressive school system to find out why boys and girls drop out of school before graduation and attempt to remedy the situation.

Statement of the Problem -- West Springfield High School is not satisfied with its present drop-out record. There seem to be factors influencing drop-outs which if carefully studied could be corrected. The drop-out problem as a whole presents four basic questions: 1) What are the background and personal characteristics of drop-outs? 2) What are the behavior symptoms of drop-outs prior to leaving school? 3) What problems confront the drop-outs before leaving school? 4) What problems confront the drop-outs after leaving school?

General Procedure -- It seemed desirable to have data of two types; first, objective data which was found in guidance department records, attendance registers, permanent achievement records, attendance officers' files, etc. and second, subjective data obtained from questionnaires answered by the drop-outs themselves. School registers of the graduating classes of 1948 through 1952 have been compared year by year in an effort to obtain the names and addresses of those pupils who withdrew from school prematurely. Each case of withdrawal has been studied in an effort to establish the reason for the withdrawal. The enrollment of each of the classes upon entering Grade 9 has been compared with the enrollment of the same



class at the time of graduation. From this data the holding power and percentage of drop-outs has been arrived at. Registers and guidance department records have yielded socio-economic data, parents' occupations, I Q's, achievement ratings, course of study, attendance records, and other data. This data has served as the objective approach to the problem.

Questionnaires have been distributed to as many drop-outs as possible. Sixty-nine members of the consumer mathematics classes were used to circulate these questionnaires. The questionnaires were enclosed in envelopes. The questionnaires were returned in the sealed envelopes after having been filled out by the drop-outs. The data thus obtained has provided the subjective approach to the problem.

Data from these two sources when compiled, tabulated and analyzed has given a subjective and objective picture of the significant characteristics, symptoms of behavior and general conditions influencing the typical drop-out as well as problems confronting him upon withdrawal from school. All findings need to be studied and analyzed in the light of the findings and experiences of other communities and authorities in this field. The conclusions and recommendations thus established must be analyzed in terms of practicability to application in the West Springfield School System. A report of the study will be retained for use by the Guidance Department as well as being forwarded, as requested, to the Superintendent of the West Springfield School System in order that all findings and recommendations may receive full consideration.

CHAPTER IV

PERSONAL AND BACKGROUND CHARACTERISTICS OF THE TYPICAL DROP-OUT

## CHAPTER IV

### PERSONAL AND BACKGROUND CHARACTERISTICS OF THE TYPICAL DROP-OUT

The counselor, teacher or school administrator who seeks to gain a better understanding of the drop-out problem may well heed the proposal that what is most needed is a reorientation of thinking on the subject. The approach must shift from the traditional one of trying to isolate causes of drop-outs, to a new one, that of seeking the significant factors in the total situation which are most closely associated with the problem. Upon distinguishing these significant factors, general causes may be determined. This was the objective pursued in this study. The factors studied were classified in two groups: background and personal characteristics; and behavior patterns.

Socio-economic Background -- A significant background characteristic common to a great majority of the drop-outs studied was that they tend to come from the poorer socio-economic areas of the town. Table II and the corresponding map show the distribution of the residences of drop-outs who left school for any of the five basic reasons, namely to transfer to private school or trade school, to work, moved, or because of ill health. Work here is defined as any full time endeavor such as gainful employment in business or industry, armed services, care of the home, marriage, etc.

The Merrick Section bounded on the north by Park Avenue, on the south by Memorial Avenue, on the east by the Connecticut river and on the west by Union Street was the source of 39% of the drop-outs studied or approximately 2 out of every 5 young people who leave school to go to work, come from the Merrick Section. The Merrick Section is in the heart of West Springfield's heavy industry and is surrounded by factories such as Gil-



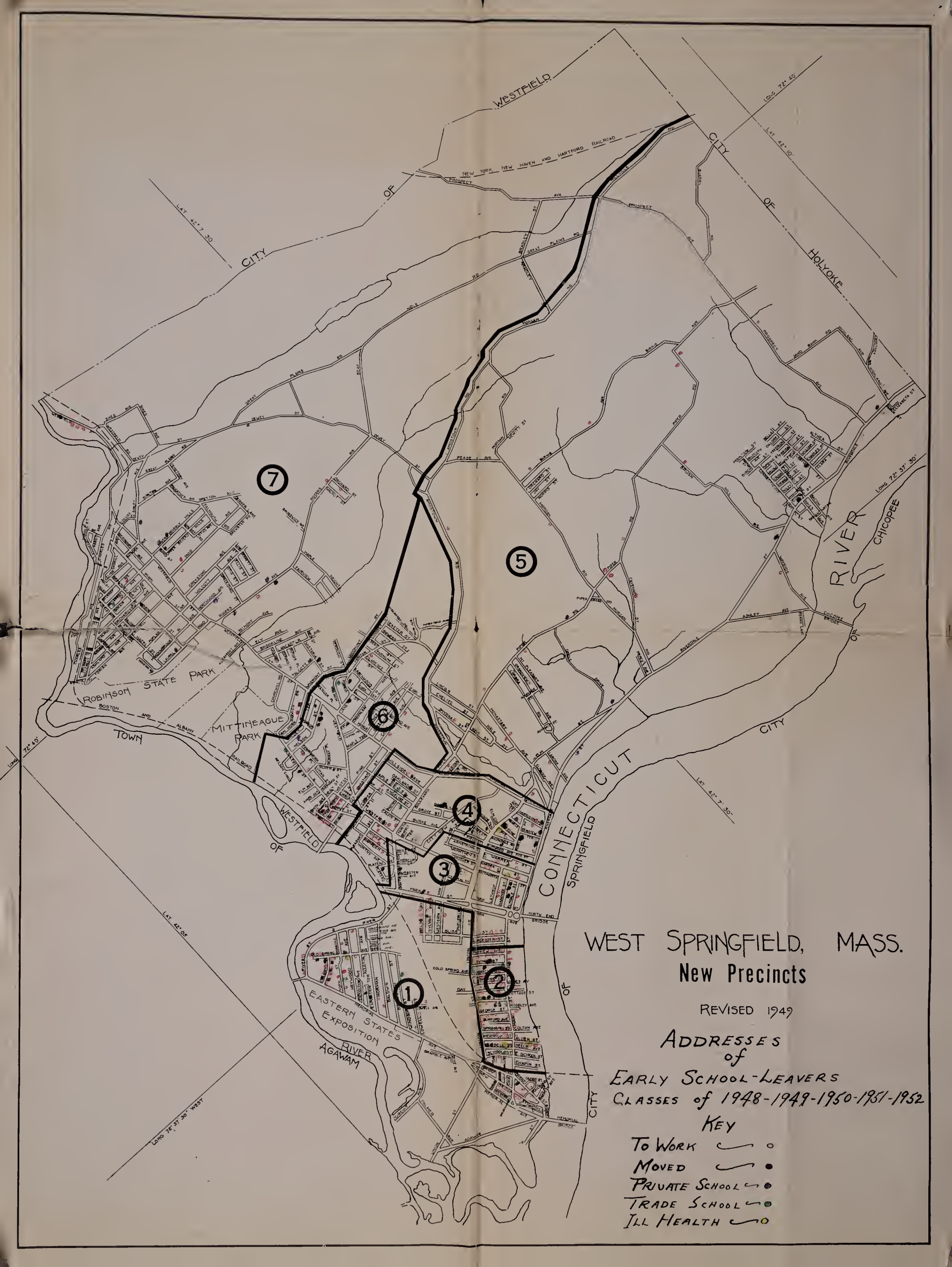
TABLE II

Distribution of Drop-outs According to Section of the Town

Section	<u>Reasons for Withdrawal</u>					Total with- drawal	Number of Drop-outs	Percent of Drop-outs
	Work	Health	Trade School	Priv. School	Moved			
Merrick	82	4	5	0	7	98	86	39%
Precinct 5	33	0	1	2	5	41	33	15%
Memorial Avenue	21	1	3	0	9	34	22	10%
Center	19	2	1	0	9	31	21	9%
Precinct 4 Hill	16	0	2	0	6	24	16	7%
Prospect St.	15	0	1	0	1	17	15	6%
Precinct 7	14	0	1	5	7	27	14	6%
Park Ave.	9	0	0	0	4	13	9	4%
Precinct 6 (Remaining)	8	0	4	1	9	22	8	4%
Totals	217	7	18	8	57	307	224	100%
Percent	71%	2%	6%	3%	18%	100%	73%	

Source: West Springfield School Department - Guidance Department Records,  
Permanent Achievement Records Attendance Officers' Files

bert & Barker Manufacturing Co., National Paper Box Co., Wico Electric Co.,





the Boston & Albany Railroad Yards and Diesel Shops, a foundry and several auto body shops, to mention only a few. Century Stadium Midget Race Track, several bars, cafes and cheap dry goods stores are distributed throughout the area. The area ecologically speaking is an area in the later stages of transition from residential to commercial and industrial. Main Street, once the site of the better homes in town is giving way to business and industry. Union Street, the other through way in the area, is almost entirely commercialized. The many streets adjoining Union and Main are characterized by multi-tenement dwelling units, most of them in very poor repair. Most of the dwellings are rented and those that are not are heavily mortgaged. The workers from this area are predominantly factory workers in the local shops. This area has one of the highest unemployment rates of any area in town.

The area to the northwest of the Merrick Section consisting of Park Avenue and streets adjoining it from the south is in many respects similar to the Merrick Section. It is a much smaller area, however, and the rate of school mortality in this area does not seem to be as high.

The Prospect Street area, consisting of only three streets, has a higher drop-out rate in terms of students who leave to work than the entire area of Precinct 7. The section consists of Prospect Street, First Street and Front Street. Prospect Street is a short street containing about a score of slightly battered single and two family houses. Generally speaking, however, it is the source of an unduly large percentage of a socio-pathological element. First Street, equally short in length, is the site of antiquated brick tenement houses. Some of the dilapidated brick

blocks are in total disrepair and represent the worst in modern living conditions. About the same is true of Front Street, a street which borders along the railroad tracks. Southworth Paper Company, Strathmore Paper Company and the Worthy Paper Mills are in the immediate vicinity.

Precinct 7, an area of single dwelling units most of which are in the best of repair with most modern conveniences, is a highly residential area which stands in sharp contrast to the areas just mentioned. This area has the lowest drop-out rate of any comparable area. It also had the most transfers to private schools. Only 1 out of every 20 youngsters that left school to work came from Precinct 7 or the Tatham Section as it is called.

In each of the other areas studied, the poorer socio-economic setting of that area or sections of that area, the higher the percentage of drop-outs from that area or section tended to be. The percentage of drop-outs from an area seems to vary inversely with its socio-economic value as a residential area.

Counts likewise concluded that socio-economic status of the family was quite influential in determining how long a child will remain in school. Low standards of living which accompany low socio-economic conditions also were found to be factors. Counts also noted family or community traditions, and national origin and race as factors which sometimes are responsible for early elimination from school.<sup>1</sup>

---

(1) Counts, G.S. Selective Character of American Secondary Education, Supplementary Educational Monographs, No.19, Univ. of Chicago 1922, p.162

Occupations of Parents -- A study of the occupations of the parents of drop-outs revealed that the parents of 6 out of every 10 drop-outs were employed in only unskilled or semi-skilled occupations. Table III shows the results of these findings from data available on 119 drop-outs.

TABLE III

Occupations of Parents

Training Status of Occupation	Number	Percent
Unskilled or Semi-skilled	75	63%
Skilled	30	25%
Managerial or Executive	8	6%
Semi-professional	7	5%
Professional	2	1%
Totals	119	100%

Source: West Springfield School Department - Guidance Department Records.

An unskilled or semi-skilled occupation is defined as one that requires special training of more than one year, such training, however, taking place outside of a college or university. A semi-professional occupation is defined as one requiring some higher education but not a degree. A professional occupation is considered to be one which requires four or more years of college or university training. A managerial or executive



occupation is considered to be one in which the worker is in charge of the management or supervision of an enterprise or section of an enterprise, appointment to which requires one year of training and one or more years of experience in that field.

The results of this study show that the tendency for children to drop out of school varies inversely with the occupational training status of their parents. The Ninth Yearbook of the N.E.A. and a study by George Counts both substantiate this finding. They found that occupational groups whose children tended to remain in school longer in order, rank beginning with the highest were professional, managerial, commercial, printing trades, clerical service, public service, machine trades, transportation service and building trades. Children of common laborers they found tended to leave school. Sons and daughters of professional and managerial groups were five times as likely to graduate from high school as children of day laborers, according to these studies.<sup>2,3</sup>

Size of Family -- Further study revealed that drop-outs tend to come from larger families. A study of Table IV will indicate the distribution in family size of 112 drop-outs on whom data was available. This data tends to show that the tendency to drop out of school varies directly with the number of children in the family.

Impact of Family Status -- It is evident from the data gathered that there is relationship between the socio-economic status of the family and

---

(2) National Education Association, Post School Adjustment of Drop-outs and Graduates from the Minneapolis Public Schools. pp. 189-212

(3) Counts, G.S. Op cit. pp. 89-112



TABLE IV

Number of Children in the Family

Number of Children	Number of Cases	Percent
1 or 2	17	15%
3 or 4	43	39%
5 or 6	30	27%
7 or 8	15	13%
9 or 10	4	4%
11 or more	3	2%
Total	112	100%
mean	4.7	
median	4	
mode	3	

Source: West Springfield School Department - Guidance Department Records

the tendency of a child to drop-out of school. The impact of the two primary social institutions with which the child has most contact tend to mold or not to mold attitudes of social values and behavior. The family and the neighborhood play-group are two institutions that play a great part in influencing the child. Financial need is undoubtedly a big problem that cannot be overlooked. Attitude of the parents and friends toward education is however a prime factor.

Many socio-economic groups have not yet accepted the tradition of at

least a high school education for their youngsters.

These facts of background characteristics seem to emphasize a need, however, for teachers to get to know more about their individual pupils. Many of the misunderstandings between teachers and pupils come about because of a lack of understanding on the part of the teachers of the pupils with whom they work. Information is available to some extent on family budgets as compared with the cost of living in this town and many of the salary figures indicate that there are many families which do not have enough money to provide an adequate budget for a good life. The question of how we can have every teacher know more about each of the youngsters with whom he works becomes a tremendously important one.

Intelligence Quotients -- The most outstanding personal characteristics of the average drop-out is that he tends to have low mental ability. A study of 212 drop-outs indicates that the mental ability of the drop-out tends to be below average. Average intelligence being considered from 90-110. Fifty percent of all the cases studied had an I.Q. status of lower than 92. Only 9.5% had an I.Q. of greater than 110. A study of Table V gives a picture of the distribution of I.Q.'s of the 212 drop-outs on whom this data was available. The I.Q.'s were arrived at by means of a group intelligence test, namely the California Inventory of Mental Maturity.

Although possibly not apparent at first there does seem to be some connection between background or home neighborhood characteristics and the mental ability level of the child. Ordinarily the I.Q. of an individual does not change much through the years. Because of this most school

TABLE V

Distribution of Intelligence Quotients

Quotient Range	Number	Percent
50-60	1	5%
60-70	5	2%
70-80	28	13%
80-90	59	28%
90-100	53	25%
100-110	46	22%
110-120	15	7%
120-130	2	1%
130-140	3	1.5%
Totals	212	100%
Mean	93	
Median	92	
Mode	85	

Source: West Springfield School Department - Guidance Department Records

authorities used to believe it was something you were born with -- a fixed quantity in your nature.

But now we know that the I.Q. of a child can change. If conditions are right, it may change a great deal. For psychologists, parents and educators alike, this is probably one of the most important things that



has been learned about intelligence in many years.

One of the most striking experiments to show what can happen to intelligence quotients was made in an Iowa Orphanage. One group of children continued in the uninspiring routine of a poorly staffed institution. In three months the I.Q.'s of these children dropped an average of two points. A second group of children were given a sort of preschool training; they worked with words and pictures, looked at books, heard stories, and went on excursions. They experienced for the first time in their lives a kind of "give and take" with adults as well as intellectually challenging experiences in their every day activity.

Within three months these children gained as much as 14 points. They were lifted from a border line deficiency level to well within the normal intelligence range.<sup>4</sup>

Nobody knows just what part heredity plays in intelligence, but we do know that it is far from the whole story. If heredity fixes intelligence it seems logical to assume that dull and feeble-minded mothers and fathers will produce below normal children. In a study of this proposition Doctor Marie Skodak made an elaborate study of 154 children, nearly all illegitimate. Most of the parents were well known to welfare agencies as shiftless, irresponsible and mentally deficient. The average I.Q. of the mothers was 88.

All of these infants of dismal background were adopted into good homes. Few of the adoptive parents were rich or outstanding in any way,

---

(4) Wellman, Beth L., "Our Changing Concept of Intelligence" Journal of Consulting Psychology. 1938, pp. 97-106



but all the homes were regarded by social workers and neighbors as "good places for kids to grow up".

From time to time over the next seven years these children were given intelligence tests. The averages every time fell between 111 and 117. The 154 children of dull and delinquent mothers turned out to have just as high I.Q.'s as children born into the "best" families in the community.<sup>5</sup>

It is clear that while heredity may set certain limits it need not mean inferior children. Good homes and good environment make good children. The part the home environment can play shows up even more clearly in some things that Dr. Lewis M. Terman of Stanford University found while making a study of children of above average mental ability. Stability of the home he learned is one of the prime factors in influencing child development. Terman states it this way, "I think that the most gratifying thing was the discovery that a large majority of our gifted children come from good homes. That does not necessarily mean luxurious homes.

"We found that the neighborhoods of our gifted children were only a little above average; but the significant thing was that no matter what the neighborhood might be when you got inside the home, there you found the difference."<sup>6</sup>

The home, however, in the poor socio-economic neighborhood with a large family and a relatively small family budget tends not to be capable

---

(5) Skodak, Marie, "Children in Foster Homes" A Study of Mental Development, p. 5-159

(6) Terman, L.M., The Gifted Child Grows Up, p. 310

of offering the security and the challenging environment of the home in the better socio-economic setting. The impact of the home and the neighborhood group tend to have a strong impact on the intellectual and emotional development of the child and play a major role in his concept of comparative values including his attitude toward the value of a secondary school education as compared with more immediately rewarding economic activities of gainful employment.

Through a better understanding of each child, his background and his problems the teaching methods of the school can be revised to meet the needs of these students rather than confronting them with extraneous literary baggage that meets no need but merely frustrates the pupil in his formal school experiences. The secondary school has the responsibility for providing a general education for all youth so that each student's program shall be balanced in terms of general and special education in line with his individual needs and abilities.

Significant Background and Personal Characteristics -- The study of 465 drop-outs from the West Springfield High School classes of 1948 through 1952 revealed that drop-outs tend to have several background and personal characteristics in common.

1. They tend to live in the poorer socio-economic areas.
2. Their parents tend when employed to work in the unskilled or semi-skilled occupations.
3. They tend to come from families with more children than the average family.
4. They tend to have below average mental ability.

Sex was not found to be a significant factor associated with dropping out of school since the number of drop-outs from both sexes was about equal.

CHAPTER V

BEHAVIOR SYMPTOMS OF THE TYPICAL DROP-OUT BEFORE LEAVING SCHOOL



## CHAPTER V

### BEHAVIOR SYMPTOMS OF THE TYPICAL DROP-OUT BEFORE LEAVING SCHOOL

The second group of factors closely associated with dropping out of school is behavior patterns. Now consider the findings of the study regarding behavior patterns common to drop-outs before withdrawal from school.

Participation in Extra-Curricular Activities -- Of the 162 questionnaires returned, 121 of the drop-outs indicated that they participated in no extra-curricular activities of the school. Sixty-two percent of those who indicated participation were boys who took part in some phase of the athletic program. This indicates a need for a better organized activity program since a well rounded interesting activity program stimulates enthusiasm for school life and sense of personal belonging to the school as a whole. A progressive step has been taken in attempting to expand the facilities of the athletic program in order to give more emphasis to the three minor sports. An expansion of the girls' athletic program on intramural level would be highly desirable. A definite need exists for a good intramural athletic program for the boys of the high school. We have been making gladiators of the few and spectators of the many all too long. Active participation will increase school spirit and help the individual pupil feel his worth, dignity and sense of personal belonging.

An expansion in dramatic, forensic and literary activities has been evidenced during the past year which is another step in the right direction to increase participation. Could activities be brought more to a co-curricular level, the program would be even better. Steps must be taken in this same line to make it easier for students to get into activities. Many of them in the past have not even known that certain acti-

vities were open to them.

All of this effort then in stimulating more emphasis on activities should tend to increase the holding power of the school. The number of activities participated in and the degree of participation seem to be inversely proportional to the tendency to leave school.

Failures in Formal School Experiences -- A series of failures in formal school experiences seems in many cases to be "the straw that breaks the camel's back" as far as drop-outs are concerned. Over 65% of 256 drop-outs on whom data was available had failed one or more major subjects during the last two years they were in school. Of these 256 drop-outs, 32% had trial promotions and 15% had repeated the grade previous to the grade in which they were enrolled before dropping out.

A Curriculum for Slow Learners in the High School -- One of the most glaring inadequacies in the area lies in the failure of the high school program to provide for a special program for slow learners. Of 55 students who were enrolled in the junior high school opportunity class from the classes of 1948 through 1950 only three girls and one boy ever graduated from high school. In other words, 7.3% of the slow learners graduate, or about one out of every eleven boys and girls who are considered slow learners in junior high school graduate from high school.

Table VI gives a statistical analysis of this situation.

The reason for these students dropping out is obvious. In high school they are put in the regular program and are forced to attempt to achieve a minimum standard as measured by the minimum for the normal student for each subject and grade. Failure and frustration results. This procedure

TABLE VI

Drop-out Record of Members of the Opportunity Classes

Class	Number		Enrolled		Number Graduated from High School		Percent to Graduate
	Boys	Girls	Boys	Girls	Boys	Girls	
1948	10	0	10	0	0	0	0%
1949	20	11	31	0	0	0	0%
1950	6	8	14	1	3	4	29%
Total	36	19	55	1	3	4	7.3%

Source: West Springfield School Department - School Registers, Guidance Department Records, Attendance Officer's Files.

provides an educational barrier which the student cannot master and it is likely to motivate him to say, "What's the use? I'll get a job and go to work."

On the basis of the above information it seems imperative that a special class program must be started in the high school at once. This class should be open to all those who in the opinion of the guidance department need its service. A special teacher with training and experience in handling slow learners should be employed. This class should meet in a block of three consecutive periods a day and each pupil should be brought along at his own rate and level of development in English,



mathematics, science and social studies. During the remaining three periods these pupils would take subjects such as shop, health, gymn, etc. with the other students. Interviews with shop, auto-mechanics and vocational agriculture teachers in the system have brought out the fact that these students can be and are assigned to projects in the practical arts and vocational programs within their ability and that on such projects they attain a high degree of success. Achievement records substantiate this point. If upon completion of a normal high school period in this course, it was felt that the academic standards of the school would be lowered by awarding a diploma, a certificate of achievement could be substituted. This is not recommended but it is an alternative to the criticism of traditional teachers. At least in such a program the student's needs are being met and he is not being subjected to a process of organized frustration.

Diversification and Differentiation in Curriculum Content -- A second step which accounts for these failures in many cases is a lack of diversity in certain basic phases of the school curriculum. Let us take the English curriculum for example. Rather than designing each course of study, college, commercial, practical arts, general and vocational agriculture, along lines which would meet specific needs of each group, all groups are given basically the same course of study the only diversity being in the intensity of the study and the amount of the expected achievement. Julius Caesar, The Odessey, Macbeth, etc. are meticulously covered at approximately the same time with each group. Recently in a group guidance class a question period was being carried on regarding

general problems confronted in school. A big lumbering farm boy stood up and very earnestly but somewhat perturbed asked "I want to know what good this Julius Caesar we're studying is ever gonna do me, anyhow?" Obviously the answer to that question was rather difficult to find.

With so many rich opportunities existing for meeting the interpretive and communicative needs of these diverse groups, it would be superfluous to go into detail here regarding specific revisions. However, let it suffice to say that the English course of studies as well as certain others must shed their classical cloaks and encyclopedic characteristics if they are to be of real value to the adolescents they are seeking to serve.

The curriculum must be diversified to meet the needs of the students. It must be realized that a high school education specifically for college preparation is a thing of the past and academic standards must be revised because in the future many youngsters will stay in school longer than would have been the case in the past. Their needs must be met instead of forcing them through a learning situation which to them is both sterile and meaningless.

#### Individualistic vs. Traditional Philosophy of Academic Standards --

Some of the more traditionally minded teachers ask "are students getting more stupid? Thirty years ago every one studied this and passed it. Why should they fail today? Why must we lower our standards?" The answer to this problem lies in the fact that thirty years ago a high school education was only for those of high mental ability and of the upper social strata. In 1910, for instance, only 8.8% of the population graduated from



high school!<sup>1</sup> The goals of education as mentioned before were different. Today children aren't more stupid but those with lower mental ability are staying in school longer. Our methods must be revised and so-called standards must be re-evaluated to meet their needs.

A paradoxical situation is in the case of some students who are recognized by all of the teachers to be of extremely low mental ability. These students are subjected to the same course of study as the normal student. Then certain teachers have been heard to ask in desperation, "What shall I do with him?" "Pass him", is the reply from a colleague and so the poor unfortunate blissfully goes on to the next grade definitely no better and possibly no worse because of his experiences.

Some failures are due, however, to inner pressures and tensions which keep the individual from making progress which he normally should. In these cases the teachers and guidance counselors should attempt cooperatively to help this individual through his difficulty. A no failure philosophy is not being advocated but it is maintained that there should be no unnecessary failures in cases where the pupil wants to succeed but needs extra help in order to do it.

Every teacher should sit down occasionally and ask him or herself ten basic questions posed by Dr. Ben D. Wood as criteria for evaluating individual education.

"1. Is your objective the improvement of this pupil as an individual in society, or is your purpose to force the pupil to conform to a

---

(1) Douglas and Eliot, "School Enrollment and Teacher Needs" School and Society. Vol.66 pp.369-72



predetermined ideal pattern? Are you starting with the pupil's learning abilities and needs, or with what the curriculum has said all pupils "ought to learn?"

2. Is your prescription for him based upon sufficient information regarding the abilities, interests and needs of the pupil as an individual and social being? Are you avoiding, on the one hand, the enforcement of a set curriculum dictated ex cathedra, and on the other hand, an abdication to the irresponsible whims and laziness of the pupil?

3. Is your prescription directed solely to academic objectives, or does it include the objectives of personal development, social adjustment and constructive habits and attitudes?

4. Do you recognize that your prescription is instrumental and provisional rather than a sacrosanct objective to be achieved at any cost?

5. Does your prescription take account of extra school influences upon the learning habits and attitudes of your pupils?

6. Is the pupil successful in doing what has been assigned to him? Does he realize he is successful and does he get the satisfaction that comes only with success?

7. Is the pupil really interested in what he is doing and satisfied by doing it? Does he see any value in doing it?

8. Does the pupil work aggressively without external compulsion?

9. Is your judgment of the academic success of the pupil based upon what you think the pupil can do, or are you judging and rating the pupil in relation to a predetermined absolute standard?

10. In judging and rating the pupil do you consider only academic

subject-matter success or do you give adequate weight to non-academic types of abilities and achievements as well as personal and social factors?"<sup>2</sup>

Very few teachers today could honestly give the "right" answers to these questions. All, however, must work hard to succeed in adopting this individualistic philosophy and applying it to the extent that existing techniques and resources permit. It is this trend that maintains the faith of many educators in the future of secondary education in spite of the fact that so many of our high schools are still indifferent or oblivious to the often tragic need for differentiation and that so many teachers are still content to carry on fixed class routines for groups that are so heterogenous as to tax the imagination.

All teachers should attempt to develop a friendly spirit of "give and take" regarding educational philosophies and procedures. Constructive criticisms and suggestions in teaching procedures should be given and taken in a spirit of helpful cooperation aimed at the goal of better serving the youngsters. There is reason to believe that many teachers who so ardently adhere to the more traditional philosophy of education would adopt more a progressive approach if they knew how. Many of these more conservative educators resist change because they fear it. If they can be helped to understand the direction in which educational emphasis is going, many will join the trend.

What is commonly looked on today as pupil failure may in the future come to be looked on as teacher, supervisor or administrator failure.

---

(2) Wood, Ben D. "The Need for Comparable Measures in Individualizing Education" The Educational Record (January 1939) pp. 18-19

Subject-matter failure is an indication of an inadequate school program and has no place in a school where children are properly motivated to work to the level of their capacities. Dr. Clyde V. Winkler, Superintendent of Schools in Carbondale, Illinois, summarized the problem of subject-matter failures this way in an interview with an Associated Press representative. "Passing everyone doesn't cure the ills of an inadequate educational program but the following facts must be recognized:

1. Little is learned by repeating a subject.
2. Failure discourages pupils; it does not aid them.
3. There is no reliable way to determine failures.
4. Real failures cannot do the work no matter how often they repeat."<sup>3</sup>

Dr. Douglas E. Lawson who has been studying educational problems for about 25 years put it this way to the Associated Press, "When a child is taken to the store and his parents say to him, 'Johnnie you are going to quit running around barefoot and wear shoes whether you like it or not,' then it is up to those parents to see to it that those shoes fit the child's feet. Likewise when compulsory attendance laws force a child to attend school whether he likes it or not, then it is up to the school to make every possible effort to see that there is a curriculum which fits the child's capacities."<sup>4</sup>

Boys and girls turn to experiences in which they have a reasonable chance for success. If school lacks an attraction from the view point

---

(3) Associated Press, "Passing Everyone Does Not Cure Educational Ills -- But Goals Have Changed" Springfield Daily News (June 6, '50) p.18

(4) Ibid p.18



of immediate or ultimate success, the student is likely to assert a lack of interest in it. This may be accompanied by an increasing interest in other activities, such as ways of earning money, or the anticipation of freedom enjoyed by friends who are not in school.

Comparative Drop-out Rate of Various Curricula Groups -- Another both interesting and significant fact is that only about 6% of all drop-outs were enrolled in the college preparatory curriculum. Table VII shows the comparative holding power of the five high school curricula.

---

---

TABLE VII

Mortality Rate of Curricula Groups

---

---

Curriculum	Number of Drop-outs	Rate of Mortality
College	9	6%
General	40	29%
Commercial	42	30%
Practical Arts and Agriculture	48	35%
Total	139	100%

---

---

Source: West Springfield School Department - Guidance Department Folders

---

---

This situation is in itself influenced by many factors. Most of the students in the college preparatory curriculum are strongly influenced by their parents to complete successfully, high school and enter college.

A great many of them come from the better socio-economic areas of the town. Most of their parents are in a position to give them financial help to further their education. All of these factors add to the feeling of security on the part of the individual child. Also most of the pupils in the college preparatory course are of above average mental ability, a factor which again promotes security and tends to prevent discouragement which results from failure.

These students through the work of their guidance counselors, parents and college entrance authorities have come to recognize that the curriculum is satisfying certain of their needs, namely the need for experiences and training required for college entrance.

This felt need on the part of college preparatory students represents a strong force which motivates them to succeed in a curriculum which seems to be meeting their needs very well. The need for diversity and revised standards then occurs not in this area but in the curriculum areas of those not going on to institutions of higher learning. Standards must be evaluated by the criteria of "how well are we meeting the child's needs", rather than by predetermined standards of achievement which may be beyond his ability or outside the area of his needs and interests.

Age and Grade Distribution of Drop-outs -- The study revealed that most drop-outs leave school during their 16th year of age and during ninth grade, the summer immediately following or during the tenth grade or immediately thereafter. Table VIII shows a distribution of drop-outs from the classes of 1948 through 1950 as to age and grade of drop-outs at the time of withdrawal.

TABLE VIII

Age and Grade Distribution of Drop-outs at Time of Withdrawal

Age	Grade 9	Grade 10	Grade 11	Grade 12	Number	Total Percent
14	2	1	0	0	3	1%
15	6	4	3	0	13	3%
16	101	56	48	3	208	59%
17	48	31	16	11	106	30%
18 and more	9	4	7	5	25	7%
Totals	166	96	74	19	355	100%
Percent	47%	27%	21%	5%	100%	

Source: West Springfield School Department - School Registers, Guidance  
Department Records, Permanent Achievement Records.

Table IX shows a distribution of drop-outs according to grade and summer withdrawals. It is possible that this tremendous mortality rate in the ninth grade could be cut down by an improvement in the guidance procedures at that level. The guidance counselor should be on the alert for characteristics, background and personal as well as behavior symptoms of potential drop-outs. Counseling interviews should be held in private quarters as often as needed and at least twice a year with each student. Guidance records from grade nine should be better articulated with the



TABLE IX

Grade-Summer Distribution of Drop-outs at Time of Withdrawal

Time	Number	Percent
Grade 9	74	21%
Summer	92	26%
Grade 10	53	15%
Summer	43	12%
Grade 11	35	10%
Summer	39	11%
Grade 12	19	5%
Total	355	100%

Source: West Springfield School Department - School Registers

high school program. It was found during this study that guidance folders on all students who have attended grade nine are not readily available.

It seems from certain observations made during this study that there are weaknesses in vertical articulation between the junior and senior high schools in West Springfield. It is possible that further study on this problem could bring out facts which would lead to revisions in the curriculum and organization thereby increasing the holding power of the West Springfield secondary schools.

Attendance Records of Drop-outs -- School registers and permanent record cards show that drop-outs tend to have poor attendance records. One of the interesting and significant points in this phase of their behavior is that absences occur intermittently the frequency increasing until finally they formally withdraw or in some cases are dropped from the register. The number of absences differs from case to case but the basic characteristics of many spotty absences of one, two or three days duration is typical of many drop-outs.

Tardiness is another behavior symptom of the typical drop-out. Almost half of the records studied indicated well over the minimum three tardinesses allowed by school regulations.

Personal Adjustment of Drop-outs -- A study of the cumulative records of these drop-outs revealed a tremendous number of personal maladjustments. Anecdotal reports of guidance counselors and teachers indicated a failure to adjust to the school program. Take the case of Fred, for instance, who was noted by several teachers as having reported to class on many occasions unprepared, completely indifferent to class work and sometimes falling asleep in class. When asked about his behavior, Fred reported he didn't like the teachers or the school; thought it was a waste of time and was going to quit school and work in a band "where," as he stated, "I can make real dough - that's the only thing that really counts." Inquiries revealed that many nights Fred stayed up most of the night arranging music and playing in dance bands. Finally he quit school stating that, "Nothing in this school is going to stand in the way of my success. I've come a long way and I will continue."

The example cited is one type of maladjustment. Others include difficulty with teachers, trouble with other students, etc. Many of the reports note such behavior traits as shyness, aggressiveness, indifference, etc. The maladjustments take so many forms it is almost useless to attempt to classify them; however, the important point is that these maladjustments must be referred to the guidance counselor when they are first recognized and steps must be taken immediately to attempt to remedy them. Teachers, administrators and counselors must constantly be on the alert for symptoms of maladjustment.

Financial Status of Drop-outs -- The last major item in this category is that the drop-out tends to have financial problems. Records show such reports as "Must have part-time job in order to continue," "does not take part in social activities because he lacks spending money," "says he feels others make fun of his clothes which are the best he can afford," and so it goes. As one drop-out put it, "Money gave me what I wanted while school didn't." This financial problem is one of the most difficult for the school to cope with. Many times, however, a conference or series of conferences with the parents and in some cases the enlistment of help from outside social agencies proves a valuable solution. Part-time employment has helped in many cases.

Behavior Patterns Common to Drop-outs -- There is no simple answer as to why boys and girls drop-out of school. Many factors influence their actions. Each case must be handled in an individual way. However, by pointing out these danger signals or symptoms of vulnerability to early school leavers we can be on the alert to watch for potential



drop-outs and attack the many aspects of their problem before it is too late.

Certain behavior patterns are common to the drop-outs studied. These behavior symptoms of the potential drop-out may appear singly or in groups. As a result of the preceeding objective data the following are symptoms which were most commonly found in the drop-outs studied:

- 1) They tend not to participate actively in extra-curricular activities in school.
- 2) They tend to have a series of failures in formal school experiences within the last year or two prior to leaving school.
- 3) They tend to be enrolled in a curriculum other than the college preparatory curriculum.
- 4) They tend to leave school soon after reaching the legal age for withdrawal (16 years) in ninth and tenth grades.
- 5) They tend to have intermittent and irregular attendance and excessive tardiness.
- 6) The personal data in their guidance folders tends to indicate a potential maladjustment.
- 7) They tend to have financial problems.

Symptoms which also deserve consideration but which were lacking sufficient data in this study include the following:

Counts found that physical and health problems, excessive interest in gainful employment, boredom and restlessness, and late school entrance are factors in school mortality.

Eckstrom has pointed out that parental indifference and a lack of a personal sense of belonging are also factors which influence youngsters to leave school pre-maturely.<sup>6</sup>

Canaan found in his studies that lack of proper teacher-pupil relationship, retardation in elementary school and work on the family or neighborhood farms or business to be major causes of pupils dropping out of school.<sup>7</sup>

---

(6) Eckstrom, G.F. "Why Farm Children Leave School", School Review Vol. 54 1946 p. 231-37

(7) Canaan, Marshall, "A Survey of Eighth Grade Graduates of 1940" Journal of Educational Research Vol. 36 1942 p. 119-29

CHAPTER VI

WHY DO THEY DROP OUT?



## CHAPTER VI

### WHY DO THEY DROP OUT?

The objective data in this study reveals that there are eight major reasons why students in West Springfield left school early.

- 1) The attitude of the family and/or neighborhood associates tends to influence the child's sense of the comparative value of a secondary school education.
- 2) Financial pressure tends to promote instability and insecurity which interferes with school work and motivates the child to seek gainful employment.
- 3) The inability to do certain required academic work tends to result in interest in other activities in which immediate or ultimate success seems to the child more probable.
- 4) Frustration due to failure because of inability or other reasons tends to be relieved by the child through withdrawal from school.
- 5) Lack of diversity and inadequacies in the curriculum tend to lead to lack of interest, failure, frustration and consequent withdrawal.
- 6) Personal maladjustments as evidenced by unusual behavior patterns lead to tensions, conflicts and ultimate withdrawal.
- 7) A lack of sense of belonging because of exclusion from an active part in school activities tends to lead to premature withdrawal.
- 8) A lack of interest in school as a whole because of an inability to meet with success within the school program and/or the distrac-

ting influence of factors outside of school result in early withdrawal from school.

Subjective Reports -- In order to get a more complete answer to this question an analysis of the subjective data proves valuable. Table X

TABLE X

Subjective Reasons for Withdrawal as Rated by 162 Drop-outs

Reason	Number of Times Reported		Total	
	Major Reason	Minor Reason	Total No.	Percent
I wanted to go to work	101	40	141	83%
I needed money	85	37	122	75%
School did not offer subjects I wanted	58	42	100	63%
School subjects were too difficult	61	23	84	52%
I disliked studying	35	46	81	50%
There was trouble at home	18	42	60	37%
Most of my friends were out of school	22	31	53	32%
My parents thought it would be better for me to leave school	13	21	34	21%
I did not like certain teachers	10	18	28	15%
I thought school was a waste of time	14	8	22	13%
I was sick	3	6	9	6%
Totals	420	314	734	

shows the comparative importance of eleven reasons for withdrawal from West Springfield secondary schools as rated by 162 drop-outs. A reason stated as a major reason for withdrawal by five out of every eight was that they wanted to go to work. About seven out of eight listed it as a contributing reason if not a major one. This reason, however, may have been only the result of other factors and not a major cause per se. Financial need was given as a major reason by half of the drop-outs and was listed as a contributing cause of dropping out of school by three out of every four early school leavers. Five out of every eight replying to the questionnaire gave as a reason for withdrawal that the school did not offer subjects they wanted. About one-half indicated that school subjects were too difficult. Other reasons may be evaluated by referring to Table X.

Limitations of Subjective Data -- Dr. H. C. Seymour as a result of his study of "The Characteristics of Early School Leavers" for a doctoral thesis at Harvard pointed out that there are some decided limitations to data obtained in this subjective manner. They center around the fact that the student often may be unaware of the causes of his departure or be so embarrassed by having left that he sometimes gives a fictitious answer. In the case of a check list the pupil will frequently select the statement that places him in the best light, which is probably what we all would attempt to do. Many do not know the fundamental reasons for leaving but merely list the last incident which seemed to force them out of school. From this questionnaire we may conclude the following: First, that there is an element of truth in the statement made by drop-



outs as to why they left school but there is a question as to whether we can take this information absolutely at its face value. Second, there is evidence from the objective data that more serious and fundamental conditions are basic frequently regardless of the reason given.<sup>1</sup>

However, even taking these limitations into consideration there is a great similarity between the conditions found to influence withdrawal from school as determined by the objective data and those reasons given by the drop-outs themselves.

Interpretations of Subjective Data -- "I wanted to go to work" could be interpreted to mean several things such as "I lacked interest in school, " I did not succeed in school and thought work would be more rewarding," or "I needed money to help at home, or to have spending money or to have more fun out of life, etc." Obviously this statement in itself was not a fundamental cause.

"I needed money" while a basic cause in itself may or may not have been the fundamental reason for withdrawal. Possibly since money was needed and school was not going too smoothly the ultimate decision was to leave school and earn money. "School did not offer subjects I wanted," indicates a lack of satisfaction with the school program, possibly due to lack of diversity and inadequacies in the curriculum. "I disliked studying" likewise could mean "I disliked studying under the environmental conditions and tensions that existed around me."

This study does reveal then a relationship between reasons given

---

(1) Seymour, H.C. The Characteristics of Early School Leavers  
p. 96

by the drop-outs themselves and those determined by objective methods. While the subjective data does not add much per se it does strengthen the objective conclusions already arrived at.

CHAPTER VII

WHAT PROBLEMS CONFRONT THE DROP-OUT AFTER LEAVING SCHOOL?



## CHAPTER VII

### WHAT PROBLEMS CONFRONT THE DROP-OUT AFTER LEAVING SCHOOL?

The data obtained in this part of the study was solely subjective in nature. Taking into account the limitations cited before of this subjective data, it is possible to get a relatively clear picture of some of the major problems confronting drop-outs.

Problems Encountered by Drop-outs After Leaving School -- About five out of every eight drop-outs answering the questionnaire gave the fact that they could not get the kind of a job they wanted as a major problem confronting them. This seems reasonable in view of the demands of the labor market today. Employers are expecting more from their employees in respect to education and training than was previously the case.<sup>1</sup> Of course, changes in the labor market resulting from a war or a depression would alter the supply and demand for workers and consequently the level of educational background required by employers.

Five out of every eight listed the fact that they could not earn enough money as a major problem confronting them. The average salary listed was \$28.00 per week and the range extended from \$16.00 to \$80.00 per week. Again the data cannot be taken at full face value, but it does give some idea of the salary a potential drop-out can expect.

Better than half of the drop-outs recognized a need for more training as a major problem. About the same number complained of not being able to find a steady job.

An interesting fact is that more than one out of every four drop-

---

(1) U.S. Department of Labor, Bureau of Statistics, Occupational Outlook Handbook. pp. 5-28

outs reported having no major problems since leaving school. Again we must discount this somewhat but nevertheless it is possible that the problems being confronted after withdrawal from school seem minor in comparison to those encountered while in school.

Table XI shows a statistical distribution of the report of 162 drop-outs regarding major and minor problems encountered since leaving school.

TABLE XI

Subjective Rating of Problems Confronted After Withdrawal as Rated by 162 drop-outs

Problem	Number of Times Reported		Totals Number	Percent
	Major	Minor		
I cannot get the kind of job I want	93	21	114	70%
I haven't been able to earn enough money	81	23	104	65%
I find I need more training	54	42	96	61%
I cannot get a steady job	61	28	89	55%
I have had no major problems	45	-	45	27%
There are not enough social activities	15	21	36	23%
There are not enough recreational activities	9	12	21	12%
I cannot find companions my own age	2	1	3	2%
Others	16	-	16	10%
Totals	376	148	524	

Adjustment of Drop-outs -- It is obvious, however, that job misfits and consequently social misfits easily develop from individuals who are forced to work at jobs below the level of their inherent ability for below average wages because of a lack of educational background and training.

In some cases, however, the drop-out does as well or better than the average high school graduate. This paradoxical situation merely substantiates the fact that drop-outs can succeed if given proper conditions. Also, it is not possible to ascertain how successful those individuals would have been had they completed a high school program.



CHAPTER VIII

RE-STATEMENT OF PROBLEM, CONCLUSIONS AND RECOMMENDATIONS

## CHAPTER VIII

### RE-STATEMENT OF PROBLEM, CONCLUSIONS AND RECOMMENDATIONS

The West Springfield School System is constantly interested in evaluating its program in terms of service to the boys and girls of the community which it serves. Through periodic re-evaluation of the philosophy and procedures of the system and through a continuing effort to solve problems as they arise indications may be arrived at where improvement in old procedures or the establishment of new procedures may be necessary in order to serve better these youngsters.

Re-statement of the Problem -- If the boys and girls of West Springfield are to grow up and adjust themselves in society to become enlightened, productive, socially desirable citizens of the future it is the responsibility of the school system to see to it that each individual develops from himself the best that is in him. This goal can not be adequately achieved if boys and girls leave school before completing the full program. To understand better how we can motivate and influence these students to stay in school until completion of the program we must know the answer to the question, "Why do boys and girls drop out of West Springfield High School?" This question in turn poses four additional questions: First, What are the personal and background characteristics of the average drop-out? Second, What are the most common behavior symptoms of the drop-out prior to leaving school? Third, What problems confront the drop-out before leaving school? Fourth, What problems confront the drop-out immediately after withdrawal from school?

In an effort to answer these questions and thus arrive at a recommended solution to the problem data of two types was compiled -- objec-

tive data from school department records and subjective data as reported by the drop-outs themselves. From this data we may make the following conclusions:

Conclusions Drawn from Objective Data -- Drop-outs from West Springfield secondary schools have several background characteristics in common.

1. They tend to live in the poorer socio-economic areas.
2. Their parents tend to, when employed, work in unskilled or semi-skilled occupations.
3. They tend to come from families with three or more children.

The outstanding personal characteristic which most drop-outs have in common is that they tend to be below average in mental ability.

The study revealed that drop-outs also have several behavior characteristics in common.

1. They tend not to participate actively in extra-curricular activities of the school.
2. They tend to have a series of failures in formal school experiences in the last year or two prior to withdrawal.
3. They tend to leave school soon after reaching the legal age for withdrawal (16 years) in grades nine or ten.
4. They tend to have irregular attendance and excessive tardiness.
5. The personal data in their guidance folders indicate a potential maladjustment.
6. They tend to have financial problems.



Other symptoms which authorities have found common in drop-outs are summarized as follows:

1. Physical and health problems.<sup>1</sup>
2. Excessive interest in gainful work outside of school.<sup>1</sup>
3. Boredom and restlessness.<sup>1</sup>
4. Late school entrance.<sup>1</sup>
5. Parental indifference.<sup>1</sup>
6. Lack of personal sense of belonging.<sup>2</sup>
7. Lack of proper teacher - pupil relationship.<sup>3</sup>
8. Frequent grade failures in the elementary school.<sup>3</sup>
9. Work on family or neighboring farms or businesses.<sup>3</sup>

Many of the above symptoms were noted in the cases studied but data seemed to be insufficient to draw definite conclusions regarding them from this study.

This data seems to lead to the general conclusion that there are eight basic causes for students leaving school early in West Springfield.

1. The attitude of the family and/or neighborhood associates tends to influence the child's sense of the comparative value of a secondary school education.

2. Financial pressure tends to promote instability and insecurity which interferes with school work and motivates the child to seek gainful employment.

---

(1) Counts, G.S. op cit. p.162

(2) Eckstrom, G.F. op cit. pp. 231-37

(3) Cannan, Marshall, op cit. pp. 119-29

3. The inability to do certain academic works tends to result in interest in other activities in which immediate or ultimate success seems to the child more probable.

4. Frustration due to failure either because of inability to do the work or other reasons tends to be relieved by the child through withdrawal from school.

5. Lack of diversity and inadequacies in the curriculum tends to lead to lack of interest, failure, frustration and consequent withdrawal.

6. Personal maladjustments as evidenced by unusual behavior patterns tend to lead to tensions, conflicts and ultimate withdrawal.

7. A lack of sense of personal belonging because of exclusion, either active or passive, from school activities tend to lead to an emotional reaction against the school and finally withdrawal.

8. A lack of interest in school as a whole because of failures, distracting influences, maladjustment etc. tends to result in ultimate withdrawal.

Conclusions Drawn from Subjective Data -- A study of the subjective data revealed that the five reasons given by over half of the West Springfield drop-outs questioned as conditions which influenced their leaving school were the following:

1. I wanted to go to work.
2. I needed money.
3. School did not offer subjects I wanted.
4. School subjects were too difficult.

5. I disliked studying.

These subjective reports have some limitations and it is questionable whether or not they can be taken at face value since the human tendency is to answer such a check list questionnaire in a manner that will put the subject in the best light. However, these five reasons given definitely tie in well with the conclusions from the objective data. Although the subjective data is not too valuable per se it does strengthen the conclusions of the objective data.

The subjective data regarding problems confronting drop-outs after withdrawal from school indicated that employment and financial difficulties were foremost. The average salary of the drop-out was \$28.00 per week. This figure may be high in view of limitations already cited regarding this data.

The paradoxical situation of some drop-outs actually doing better than the average high school graduate may be interpreted as a substantiating fact that drop-outs can succeed when given the proper conditions and that since this is so most drop-outs represent a needless waste of our human resources.

Workers who are working at jobs below the level of their innermost ability represent a waste of human resources as well as potential job misfits and possible social misfits as time goes on. If we can not keep these children in school we must help them enter into, adjust to and succeed at some job within the scope of their training and ability in an effort to lay the foundations for a well adjusted social life in the future. The guidance department through its placement division and/or the



Placement of the Massachusetts of the Division of Employment Security can perform this function. However, the most important thing is to do the thing which is best for the child and in almost every case that seems to be to keep him in school. If the child can not be kept in school then the school must try to adjust him to society outside of school as satisfactorily as possible.

Recommendations -- The following formula presents a possible solution to the drop-out problem in West Springfield. First, diversify the curriculum. Second, expand the guidance services. Third, humanize the instruction. Fourth, intensify the supervision. In these four areas following procedures are specifically recommended.

A. Diversify the Curriculum

1) A special class program should be established at once in the high school for pupils with low mental ability. This class should be open to all pupils referred to it by the guidance department. It should be supervised by a teacher trained and experienced in working with slow learners. This class should meet in a block of three consecutive periods each day. The areas of English, mathematics, social studies and general science should be covered by the students at their own rate of learning to their own level of development. These students should be allowed to take the rest of the high school program with the other children. This type of program would tend to increase holding power of the high school and reduce the tremendous mortality rate among slow learners.

2) The English curriculum should be diversified to meet the needs and interests of the pupils both as curricular groups and as

individuals. Diversification should take place in areas of information and skills studied and not as expected levels of achievement of the same subject matter. This diversification in the English curriculum would tend to be more meaningful to the students. It should also tend to reduce the rate of failure. This should tend to increase the holding power of the school since a student must successfully complete three years of senior high school English in order to graduate.

3) Studies should be inaugurated at once to determine the practicability and methods of organizing a work experience program in the high school. Such programs have exhibited great holding power and extreme value in other systems.<sup>1</sup> This would meet the needs of those pupils who need related part-time employment as a means of providing immediate and deferred adjustment needs. It would add a "practical" aspect to the school program which many pupils have indicated they need.

4) A recommendation already made by Mr. Walter K. Hjelm, present high school principal, to the West Springfield School Committee bears repeating in light of the findings of this study. At some time in the immediate future an Assistant Superintendent in charge of curriculum should be appointed. This person should be a curriculum expert both in the areas of elementary and secondary education. West Springfield like most other New England school systems is still

---

(1) United States Office of Education. Report on Work Conference on Life Adjustment Education. p. 32



controlled by the "dead hand" of the traditional curriculum. The present study has revealed curriculum deficiencies. The superintendent's job in West Springfield demands more time than one man can devote to both administrative duties and professional supervision and development. A special assistant in charge of curriculum growth and development could more adequately lead the program for curricular progress in meeting the needs of all West Springfield's youth.

5) Until such time as a curriculum director is appointed the faculties of each school under the direction of the principals should meticulously re-evaluate the present courses of study, methods of teaching and general educational practices in their schools in an effort to obtain a better curricular structure with more diversity, articulation and coordination.

6) More in-service training programs should be established including curricular workshops in order to constantly keep the faculty alert to the ever changing curricular needs of today's youth and the changing goals of education in general. This might help some teachers to understand more adequately the needs of young people in an era of social change.

7) In evaluating pupil progress in subject matter fields emphasis should be placed on pupil adjustment and growth in that area and not on credit accumulation. Pupil achievement should be evaluated in terms of progress in relation to known ability. Overall achievement is the important thing to consider, day to day assign-



ments are merely a means not an end to be evaluated. Some of these teaching and evaluating techniques used today act as "squeez out" procedures which discourage a pupil from continuing on in school.

8) The curriculum needs to be more closely related to life situations and needs of the pupils, therefore, source units should be developed which meet the common and special needs of the pupils using real life community resources.

9) Students should be encouraged not discouraged as in several cases to take part in school activities that act as socializing and maturing experiences for them. Participation in school activities tends to keep pupils in school.

10) Activities should be more closely integrated with the formal educational experience. Evidence of progress in this line is the Radio Arts Class, Journalism Class and certain others which combine formal learning experience with socializing and maturity activity experiences. This will add more experiences in life adjustment to the curriculum and appeal more to the pupil thus increasing the schools holding power on him.

11) A remedial reading program should be established to aid pupils with normal intelligence who lack proper reading ability because of some maladjustment or language difficulty. Since reading is essential in the acquisition of other knowledge it is essential that each pupil be able to read reasonably well in order to succeed in formal educational experiences. It has been found that subject matter failure is a factor in dropping out of school and reading

difficulty is a strong factor in subject matter failures.

12) An intramural sports program must be developed for the large number of boys who do not actively compete in inter-school sports. The girls intramural program should be expanded to include more outdoor activity. This will add to the pupil's sense of belonging and will give more pupils a chance to actively participate in sports.

B. Expand the Guidance Services.

1) It is recommended that the high school should have three full time guidance counselors. Each counselor should be assigned to a class as it enters the high school and should act as advisor to that class and its members through their entire high school career. Since the most valued services by counselors are in the field of their special training and interest, it is recommended that the present responsibilities of counselors be studied with the view of eliminating those extraneous duties which reduce the effectiveness of their counseling.

2) One full time guidance counselor should be assigned to each grade in the junior high school. A guidance suite with private counseling quarters also should be provided in the junior high school. This should help to aid more adequately the junior high school pupils with their personal problems and adjustment.

3) A guidance counselor should be assigned to handle guidance in the elementary schools with the eventual goal of one guidance counselor in every elementary school. This is important since we know that many cases of maladjustment have started in the grades.



4) The guidance director should operate throughout the system coming under the jurisdiction of the superintendent rather than being affiliated with any one school. This would provide for more active supervision and leadership of the guidance program throughout the entire system.

5) Each student in the system should be interviewed in private conference at least twice each year and certain students should have this counseling opportunity as frequently as needed. This will help the guidance counselor to keep acquainted with every student and to keep a close watch for symptoms of possible maladjustment. These interviews would not be of a formal stereotyped variety but would be designed to discuss general school adjustment in an informal atmosphere of friendly, sympathetic understanding.

6) More home visits and extensive consultation with parents should be provided for in an effort to enlist their help and cooperation in keeping the child in school and facilitating his adjustment. Active encouragement and support of parents is essential to sustained pupil interest in school.

7) Counselors while constantly on the alert for symptoms common to potential drop-outs should give special attention to students in grades 8, 9 and 10 with special emphasis and attention to the year prior to legal school leaving age. This can be done by a monthly check-up on subject matter progress, attendance records and reports of behavior patterns in general and also periodic check-ups using a diagnostic check list as a guide. (See appendix for a pro-



posed check list which could be used.) Whenever symptoms appear, all members of the faculty should feel responsible for taking appropriate action to give individual help or to secure assistance from the guidance department.

8) More in-service training institutes and workshops would be beneficial to the guidance staff. Moreover since guidance is the responsibility of every person connected with the education of children whether teacher, counselor or administrator and since the teacher can, and frequently does, do a considerable amount of incidental guidance a better appreciation of the needs of children in the classroom would be obtained if teachers receive in-service instruction in the personal, emotional and social development of children, on methods of observing and studying children and assistance in understanding children's behavior.

9) More testing should be done in the area of special aptitudes in an effort to aid better the student in arriving at a tentative occupational choice and a pattern of progress including a program of study in high school.

10) More attention must be given to drop-outs after they leave school when they have definitely decided to withdraw in an effort to help find them a job, adjust to it and whenever possible to continue their education at night school or through some other educational service. This can be accomplished by more placement work and periodic follow-up.

11) When deemed necessary to staying in school the guidance de-

partment should make every effort to find satisfactory part-time employment for pupils.

C. Humanize the Instructions.

1) Teachers must be encouraged to understand and appreciate the needs of children in the classroom and to "teach children and not subjects." Workshop programs under more dynamic professional leadership and guidance would help in achieving this through a critical evaluation of the present curriculum.

D. Intensify Supervision.

1) Emphasis in supervision must be to encourage teaching and learning of effective community living and adjustment rather than on the contents of books.

2) Increased attention should be directed to inform parents as well as students of what the school is attempting to do. The cooperation and help of parents is a vital factor in helping pupils in school.

3) Better accounting practices should be introduced in order to evaluate the holding power by classes, grades and age groups of West Springfield High School. The statistics of the problem must be clearly understood if we are to continue an adequate attack on it.

Consideration of this formula and its recommendations offer a straight forward approach to the solution of the drop-out problem in West Springfield as well as a means of raising the calibre of the educational service to the community as a whole. In short the answer to the drop-out problem seems to be the same as the ultimate objective of our best phil-

osophies regarding methods of teaching children. The ultimate objective is to make school life so worthwhile that children will want to and be able to remain in school until they are graduated.



APPENDICES

CHECK LIST QUESTIONNAIRE

DIAGNOSTIC CHART

APPENDIX I

Check List Questionnaire

Regarding Pupils who Leave High School Before Graduation

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_

Please answer all questions.

- I On what date did you leave school? Month \_\_\_\_\_ Year \_\_\_\_\_
- II What grade did you attend last?  
9 10 11 12 (circle)
- III What course were you in?  
General \_\_\_\_\_ Commercial \_\_\_\_\_ College \_\_\_\_\_ Vocational \_\_\_\_\_  
Agricultural \_\_\_\_\_

IV Check activities in which you participated while in high school.

- |                                   |                |
|-----------------------------------|----------------|
| 1. Band and orchestra             | 9. Baseball    |
| 2. Glee Club and Choir            | 10. Basketball |
| 3. Jr. Prom Committee             | 11. Bowling    |
| 4. Pro-Merito                     | 12. Football   |
| 5. Ski-Club                       | 13. Golf       |
| 6. Sock and Buskin                | 14. Hockey     |
| 7. Student Council or S. A. Board | 15. Soccer     |
| 8. Year Book                      | 16. Track      |

V Why did you leave school?

Check once reasons that had influence ✓

Check twice reasons that had strong influence ✓✓

Check three times reasons that had very strong influence ✓✓✓

1. School subjects were too difficult.
2. The school did not offer subjects I wanted.
3. I disliked studying.
4. I thought school was a waste of time.
5. I was sick.
6. I needed money.
7. I did not like certain teachers.
8. Most of my friends were out of school.
9. There was trouble at home.
10. My parents thought it would be better for me to leave school.
11. I wanted to go to work.
12. Others \_\_\_\_\_

VI List all jobs you have had since you left school.

<u>Description of Job</u>	<u>Name of employer</u>	<u>Address of employer</u>
---------------------------	-------------------------	----------------------------

<u>Average weekly wages</u>	<u>Date Started</u>	<u>Date Ended</u>	<u>Reason for Leaving</u>
-----------------------------	---------------------	-------------------	---------------------------

VII A. How did you get your first job?

1. A friend or relative got this job for me.
2. The Mass. Employment Office helped me to get the job.
3. The High School Guidance Office helped me.
4. I got this job without help from anyone.
5. Other methods. Explain.

B. Did you work at this job before leaving school. Yes\_\_\_No\_\_\_

1. After
2. Week ends
3. Summer vacations
4. Others\_\_\_\_\_

VIII What problems have troubled you since leaving High School?

Check once problems giving some trouble ✓

Check twice problems giving much trouble ✓✓

Check three times problems giving most trouble ✓✓✓

1. I cannot get the kind of job I want.
2. I haven't been able to earn enough money.
3. I cannot get a steady job.
4. I find I need more training.
5. I cannot find many companions my own age.
6. There are not enough social activities such as dances and parties.
7. There are not enough recreational activities such as games, sports, etc.
8. Other problems\_\_\_\_\_
9. I have had no major problems since leaving school.

IX A. Is there any way in which the High School could have helped you more?

B. How could the High School program be improved?

X. Is there any way in which the Guidance Department can help you now?



APPENDIX II

Grade_____		DIAGNOSTIC CHART				Counselor_____				
NAME	ADDRESS	OCC. OF PARENTS	AGE	NO. OF CHILDREN	I.Q.	ATTENDANCE ABS.	SCHOOL ACT.	SUBJECT FAILURES	SIGNS OF MALADJUST.	DATE
<hr/>										

BIBLIOGRAPHY

## BIBLIOGRAPHY

The author makes no claim that the citations in this bibliography are a complete list of all references that might be found concerning the topics discussed in this study. It was thought better to include a select list which the author considered to be most valuable.

- Associated Press, "Passing Everyone Does Not Cure Educational Ills - But Goals Have Changed." Springfield Daily News, June 6, 1950 p.18
- Barnes, Harry Elmer, Social Institutions, New York, Prentice Hall, Inc., 1947. pp. IX / 927.
- Brown, Francis J., Educational Sociology, New York. Prentice Hall, Inc., 1947. pp. VII / 626.
- Canaan, Marshall A., "A Survey of Eighth Grade Graduates of 1940". Journ. of Educational Research Vol. 36: (1942) p. 119-29.
- Carrothers, George E., "Why Do High School Pupils Fail?" Bulletin of the National Association of Secondary School Principals Vol.XXX (1946) pp. 29-36.
- Cheney, Truman, "A Method of Identifying Problems of High School Students" Occupations Vol. XXVII, No.6 (March 1949) pp. 387-90.
- Counts, G.S., "Selective Character of America Secondary Education", Supplementary Educational Monographs Vol. 19, University of Chicago (1922) p.162.
- Cragg, William L., "Factors Which Distinguish Drop-outs" Occupations Vol. XXVII, No.7 (April 1949) pp. 457-59
- Dillon, Harold J., Early School Leavers - A Major Educational Problem, New York. National Child Labor Committee (1949) pp. VII / 96.
- Eckstrom, G.F., "Why Farm Children Leave School" School Review Vol. 54 (1946) p. 231-37.
- Hill, Arthur S. and Sheehan, Mary A., "What Curriculum for Slow Learners?" Bulletin of the National Association of Secondary School Principals Vol. 34 No. 170 (April 1950) pp. 4-17.
- Johnson, Elizabeth S., "Employment Problems of Out of School Youth" Monthly Labor Review Vol. 65 No. 6 (December 1947) pp. 921-932.
- Johnson, Elizabeth S. and Legg, Caroline E., "Why Young People Leave School?" Bulletin of National Association of Secondary School Principals Vol. 32 No. 157 (November 1948) pp. 14-24.



- Jones, Galen, "Emerging Issues in Secondary Education" Bulletin of the National Association of Secondary Principals Vol. 32 No.153 (March 1948) pp. 232-44.
- Martin, Arthur G., "Reducing Drop-outs" Occupations Vol. XXVIII no.8 (May 1950) pp. 536-537.
- McLeary, Ralph D. et al, Report of the School Building Survey for the West Springfield Public Schools, West Springfield, Massachusetts. Medford, Mass.: Educational Survey Associates (1949) pp. XVI + 155.
- National Education Association, Department of Superintendents. Post-School Adjustments of Drop-outs and Graduates from the Minneapolis Public Schools. - Ninth Yearbook, Washington, D.C. (1931) pp. 189-212.
- Seymour, H.C., The Characteristics of Early School Leavers, Cambridge, Mass.: Harvard University Press, (1928) pp. VII + 96.
- Skodak, Marie, Children in Foster Homes - A Study of Mental Development, Iowa City, University of Iowa, Studies in Child Welfare, Vol.16 No. 1 (1939) pp. IX + 156.
- Terman, L.M., The Gifted Child Grows Up, Stanford University Press (1947) pp. X + 310.
- United States Department of Labor, Bureau of Statistics, Washington, D.C. Occupational Outlook Handbook, United States Gov. Printing Office (1949) pp. XXIII + 453.
- U.S. Office of Education, Report of Work Conference on Life Adjustment Education (Curricular No. 269) Washington: Federal Security Agency (1950) pp. 72.
- U.S. Office of Education, Statistical Summary of Education 1945-1946, Washington: Federal Security Agency (1947) pp. VI + 123.
- Varner, Glen F., and Johnson, Lemmel R., "Do Our Marking and Promotion Policies and Practices Need Re-evaluation?" Bulletin of the National Association of Secondary School Principals. Vol. 33 No. 162 (April 1949) pp. 300-318.
- Wellman, Beth L., "Our Changing Concept of Intelligence" Journal of Consulting Psychology (1938) pp. 97-106.
- Wienrich, E.F., Lets Learn From Youth, New York, University of the State of New York and State Department of Education (1947) pp. VII + 56.

Wiley, George M. Jr., The Re-direction of Secondary Education? New York: MacMillan Company (1940) pp. IX / 493.

Wood, Ben D., "The Need for Comparable Measures in Individualizing Education," The Educational Record (January 1939) pp. 18-19.

Approved by:

Tom Kowalski

D.J. Mc Carthy

Date: 3-14-51





